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ABSTRACT

These instructional objectives have been selected from materials submitted to the Curriculum Laboratory of the Graduate School of Education at UCLA by Donald M. Desfor. Arranged by major course goals, these objectives are offered simply as samples that may be used where they correspond to the skills, abilities, and attitudes instructors want their students to acquire. These objectives may also serve as models for assisting instructors to translate other instructional units into specific measurable terms. For other objectives in related courses see: ED 033 392 (Remedial English); ED 033 393 (English [Subject A]); ED 033 394 (English Composition); and JC 710 125 (English Composition). (ME)

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Instructional Objectives for a Junior College Course in Grammar and Composition

Ann Starkweather, Compiler

ERIC Clearinghouse for Junior Colleges
University of California
Los Angeles, California

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JC 710 127

UNIVERSITY OF CALIF.
LOS ANGELES

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CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

OBJECTIVES

GENERAL: The student will understand the objectives of the course and the rules, methods and conduct expected in the course.

SPECIFIC:

1. He will bring an IBM scoring sheet and scoring pencil to class. Given a list of choices he will mark appropriate responses with accuracy to the extent of his capability to recognize parts of speech, word usage, sentences, sentence structure, paragraphs, topic sentences and ideas.

This paragraph is:

Applicable to Specific 1 & 2 Except for time allocation

The student will not be awarded or penalized. The purpose of the test is to inform the student of course content and objectives, to evaluate his strengths and weaknesses, and to measure his first day performance against his final performance.He will complete the test in 25 minutes.

2. He will read, A Clean, Well-Lighted Place, outline the story, write between 50-75 words in completed sentences and paragraphs describing (1) the characters (2) the plot (3) the symbolism of the story, in 50 minutes.

3. Outside of class the student will write the 10 ground rules and the specific. He will respond to each rule and the specific that he understands or does not understand the rules and the specific. The paper will conform to style with 100 % accuracy and in content with no more than one error.

PART TWO

UNIT II PARTS OF SPEECH

A word by itself can express meaning. A word by itself can be meaningless. Each word is a part of speech. There are eight parts of speech. Some words are always the same part of speech. Others change according to how they are used.

OBJECTIVES

GENERAL: The student will understand how words become particular parts of speech. He will be able to name the eight parts of speech and their functions. He will recognize the part of speech of a given word.

SPECIFICS:

1. From a list of 40 sentences the student will, in 15 minutes, select the nouns with 70 per-cent accuracy. (4)

2. From a list of 30 sentences the student will, in 15 minutes, select all verbs with 65 per-cent accuracy. (5)

3. From a list of 45 sentences the student will, in 15 minutes, select all conjunctions with 75 per-cent accuracy. (6)

4. From a list of 40 sentences the student will, in 15 minutes, select the prepositions, with 80 per-cent accuracy. (7)

5. From a list of 40 sentences the student will, in 15 minutes, select the interjection with 75 per-cent accuracy. (8)

6. From a list of 40 sentences, the student will, in 20 minutes, select the pro-nouns and write substitute nouns with 70 per-cent accuracy. (9)

7. From a list of 40 sentences, the student will, in 20 minutes, select the adjective and write a substitute adjective with similar meaning. (10)

8. From a list of of 40 sentences, the student will, in 15 minutes, select the adverbs and write substitute adverbs with the opposite meanings. (11)

9. Outside of class the student will clip printed material (ie newspapers and magazines) and label and identify three examples each of each part of speech with 75 per-cent accuracy. (12)

Variations in time, quality and work control of the above tasks are commensurate with their difficulty.

UNIT III WORD ORGANIZATION: PHRASES AND CLAUSES

A phrase or clause is a group of words formed together as an expressive unit.

> There is one important point of likeness and one important point of unlikeness. The point of likeness is that both phrases and clauses are used as a single part of speech. The point of unlikeness is that the clause has a subject and verb and that the phrase has none.[1]

The unit is an independent clause (a sentence) if it is complete in thought. If the unit has a subject and a verb but is still incomplete in thought, it is a dependent clause.

OBJECTIVES

GENERAL: The student will identify a group of words as: phrase, dependent clause, sentence or independent clause, none of these.

SPECIFICS:

1. From a list of 40 lines, the student in 20 minutes, will identify the lines as: phrase, dependent clause, sentence, none of these, with 65 per-cent accuracy. (13)

2. From a list of 25 lines of words, the student in 15 minutes, will identify the lines that are dependent clauses and change them into independent clauses. He will separate the phrases, and dependent clauses into two lists with 65 per-cent accuracy(14)

3. Outside of class he will clip from newspapers and magazines, label and identify: three examples each of phrases, dependent clauses and independent clauses.

UNIT IV SENTENCES

A group of words complete in thought, with a subject and a verb, is a sentence. Sentences have three classifications; they are simple, complex and compound.

OBJECTIVES

GENERAL: The student will recognize a complete sentence and identify it as simple, complex or compound.

SPECIFICS: From a list of 50 complete and incomplete sentences, the student will, in 20 minutes, identify them as: complete, incomplete, simple, complex or compound. (16)

2. Outside of class the student will clip from newspapers or magazines, five examples of each of the following: simple, complex and compound sentences. (17)

3. The student will write three paragraphs on a subject of his choice, the first paragraph to be three simple sentences, the second paragraph three complex sentences and the final paragraph three compound sentences, to be written in 20 minutes with 60 per-cent accuracy. (18)

UNIT V

PUNCTUATION

Punctuation marks are readers' marks: they make written communication clear by indicating grammatical relationships.

OBJECTIVES

GENERAL: The student will know the names and uses of punctuation marks. He will understand how, when, where to use them.

SPECIFICS:

1. Given an illustrative list of punctuation symbols, the student, in 10 minutes, will write the names with 75 per-cent accuracy. (19)

2. Given paragraphs the student will write appropriate punctuation marks in the appropriate places, in 15 minutes with 65 per-cent accuracy. (20)

3. Outside of class he will clip from newspapers or magazines, an example of each of the following punctuation marks: period, question mark, exclamation mark, semi-colon, colon, dash, paranthesis, direct quotation, apostrophe,capitalization of beginning of a sentence, a proper name, a title. (21)

UNIT VI SENTENCE STRUCTURE

Inappropriate sentence structure causes vagueness, meaning opposite to what was intended, disorganization, difficulty in understanding and various other problems. It is the purpose of this unit to analyze sentence structure and common pitfalls. Included will be: subject and verb agreement, pronoun agreement, parallel structure, dangling modifiers.

OBJECTIVES

GENERAL: The student will know how to write grammatically correct sentences. He will recognize faulty sentences and sentences that are correct.

SPECIFICS:

1. Given a list of 40 sentences, each with an adverb-adjective choice, he will select the proper one in 15 minutes with 65 per-cent accuracy. (22)

2. Given a list of 50 sentences with faulty pronoun references, subject-verb agreement, parallel structure, the student, in 20 minutes will identify the faulty passages, name the faults, correct the faults with 65 per-cent accuracy. (23)

3. The student will write 20 sentences in response to questions, in 15 minutes with no more than one spelling error, three punctuation errors and three grammatical errors. (24)

4. The student will write 10 sentences and identify the subject and verb in each sentence, in 10 minutes, with 80 per-cent accuracy and no more than a total of four spelling, grammatical and punctuation errors. (25)

5. Outside of class the student will clip from a newspaper or magazine examples of each of the following:
   subject-verb
   first person singular tense
   third person plural future tense
   third person singular past tense
   He will identify each and meet the assignment with 100 percent accuracy. (26)

PARTS ONE AND THREE

UNIT VII APPRAISAL AND ORIENTATION

Language is primarily the thing we think with;
it is more than mere communication.
- Harold E. Palmer

You have learned the criteria to determine the part of speech of a word. You have learned the grouping of words together in meaningful units and how the parts of speech is applied to balance the meaningful units in proper grammatical form.

The concluding units of the course will cover reading and writing. It will be the application in meaningful performance of what has been learned in units I through VII.

OBJECTIVES

GENERAL: The student will understand the individual units I through VI and the relationship of these units. He will BEGIN outside reading.

SPECIFICS:

1. Given 75 sentences he will, in 25 minutes, identify the part of speech of the underline word from a list of choices; given a list of choices, he will identify phrases, clauses, sentences; given a list of choices he will identify sentence structure errors with 70 percent accuracy. (27)

2. Given a topic the student will write 5 simple sentences, 10 complex sentences and 10 compound sentences with no more than two spelling errors, four punctuation errors, three grammatical errors and one incomplete sentence. The student will complete the sentences in 20 minutes.(28)

3. Outside of class he will begin to read, A Farewell to Arms, by Ernest Hemingway. He will copy the first paragraph of Chapter 1 with 100 percent accuracy. He will read the Introduction and the first two chapters. (29)

4. The student will be given a list of 100 words with correct spelling and meaning. The student should study these words for spelling, meaning, synonyns and antonyms. From 30 choices on the final examination, he will either choose the correct spelling, meaning, a synonym or antonym.

PART TWO

UNIT VIII THE TOPICAL OUTLINE

The most informal method of organizing thoughts in written form is to list them. The outline formally organizes ideas. The topical outline is one system.

OBJECTIVES

GENERAL: The student will know the topical outline form and how to use it. He will continue his reading.

SPECIFICS:

1. Given material he will outline in appropriate form with 90 percent accuracy in 15 minutes. (30)

2. Outside of class he will outline a subject of his choice with a minimum of the following classifications.
   at least: 4 Roman numeral units
   3 Capital letter units
   1 Lower case unit
   1 Lower case letter unit: maximum two errors(31)

3. From an oral presentation he will take notes and organize a topical outline with a total of at least 25 units, in 20 minutes with no more than five errors. (32)

4. Outside of class the student will read a minimum of three chapters. He will write a paper of no more than 25 words verifying that he has read to Chapter Six with no spelling and no more than one grammatical or punctuation error in the content. (33)

UNIT IX THE PARAGRAPH

The sentence is a unit of a complete statement. The paragraph is one or more sentences with a common thought.

OBJECTIVES

GENERAL: The student will recognize paragraphs. He will know how to organize them and write them. He will continue his reading.

SPECIFICS:

1. From a body of text the student will, in 15 minutes, organize the text into paragraphs with 75 percent accuracy.(34)

2. He will write three paragraphs, between 25 and 50 words each, on a given topic, in 20 minutes, with 75 percent accuracy in organization and no more than two spelling errors, four punctuation errors and three grammatical errors. Organization accuracy is proper indention, sentence organization on a common topic. (35)

3. Outside of class he will clip and copy one paragraph each from a: news story, a fiction story, a technical report, with no more than one error in content and two spelling, grammatical or punctuation errors. (36)

4. The student will have read to Chapter 12 in the novel. He will write no more than 25 words that he has completed the reading assignment with no more than five written errors. (37)

UNIT X THE THEME, SHORT STORY AND NOVEL

Three fourths of writing well consists in giving definite, well-chosen details and plenty of them. The other fourth doesn't matter.
-- Nod Rofsed

A composition is an oral or written proof of clear thinking.
-- Rachel Salisbury

This unit will be concerned with understanding the written word and writing so that you express yourself clearly. Content will include style, research, jargon, cliches, figurative language, quoting, paraphrasing, objective and subjective techniques.

OBJECTIVES

GENERAL: The student will complete A Farewell to Arms. He will write a 1000 word theme. He will write an outline. He will demonstrate knowledge that he has read the assigned novel.

SPECIFICS:

1. Outside of class the student will study topics for a theme. In 100 words or less he will submit a topic for approval giving reasons why he has chosen the topic, why it is important to him, how he intends to obtain his material with at least three sources. The paper will have no more than two spelling errors, four punctuation errors and three grammatical errors.(38)

2. Upon approval of his topic by the instructor, the student will begin to gather information on his topic. He will write a bibliography list of at least five resources with no more than four spelling, grammatical, punctuation or style errors. He will use the bibliography style of this syllabus. (39)

3. Upon approval of his bibliography, outside of class the student will write an outline that will include at least four main and nine sub-classifications with no more than five errors of any kind. (40)

4. Outside of class the student will write a 1000 word theme upon approval of his outline. The theme will have no more

than five spelling errors, five punctuation errors and five grammatical errors. (41)

5. Upon approval of his written theme, the student will rewrite in class, in 45 minutes, the theme according to instructions, with no more than three errors.(42)

6. Upon approval of his rewritten theme the student will edit his rewritten theme according to the directions of the instructor with no more than one error. (43)

7. From a list of 50 multiple choicees the student will, in 20 minutes, select appropriate answers on the subject of, A Farewell to Arms. (44)

8. The student will read"Fathers and Sons." In two paragraphs between 25 and 50 words total, he will describe in writing the relation of father to son, the father's advice, two reasons for it, where the story takes place and the setting. He will read and write within 40 minutes with a maximum of one spelling error, four punctuation errors and three grammatical errors.In A Clean, Well-Lighted Place he will explain the symbolism by describing the four stages in life as represented by the four characters: the soldier, two waiters and old man, in one paragraph between 25 - 40 words. (45)

UNIT XI EVALUATION

A student who has successfully met 80 per-cent of the criteria in Units I through X is eligible to take the final evaluation of Part Three Unit XI.

OBJECTIVES

GENERAL: The student will demonstrate at least 65 per-cent competency in identifying and writing correct grammar. He will demonstrate knowledge of having read A Farewell to Arms. He will demonstrate an ability to read and write.

SPECIFICS:

1. He will bring an IBM scoring sheet and scoring pencil to class. Given a list of choices he will mark appropriate responses with at least 65 per-cent accuracy his ability to recognize parts of speech, word usage, sentences, sentence structure, paragraphs, topic sentences and ideas. (46)

2. He will read a given short story, outline the story, write between 50-75 words in completed sentences and paragraphs describing (1) the characters (2) the plot (3) the symbolism,(47)

   He will perform specifics 1 and 2 above under final test conditions. He will be allowed 50 minutes for each part.

3. Outside of class he will write: (1) what in the class was of value to him (2) his opinion of the course structure and method (3) what suggestions he has to make the class more valuable. The student need not sign his name.